
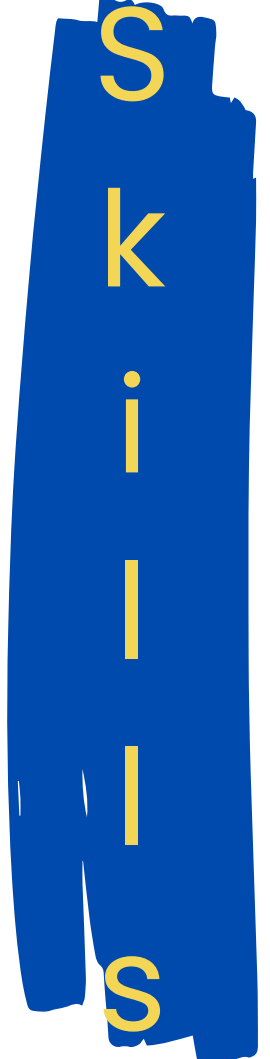


Textiles	Year 1 Puppets -Toy Museum	Year 2 Victorian Pouches	Year 3 Cushions	Year 4 Book Sleeve – Fastenings	Year 5 Egyptian Collar	Year 6 Outfit for School Mascot
 	<p>Using a template to create a design for a puppet.</p> <p>Cutting fabric neatly with scissors.</p> <p>Using joining methods to decorate a puppet.</p> <p>Sequencing the steps taken during construction.</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p>	<p>Using a template to create a design for a pouch</p> <p>Cutting fabric neatly with scissors.</p> <p>Decorating a pouch using fabric glue or running stitch</p> <p>Sewing running stitch to join the fabric</p> <p>Neatly pinning and cutting fabric</p> <p>Reflecting on a finished product, explaining likes and dislikes.</p> <p>Discussing the success of their stitching against the success criteria</p> <p>Evaluating the quality of stitching of other's work</p>	<p>Use a template to create a cushion with own design</p> <ul style="list-style-type: none"> • Selecting and cutting fabrics with ease using fabric scissors. • Threading needles with greater independence. • Tying knots with greater independence. • Sewing cross stitch to join fabric. • Decorating fabric using appliqué. • Completing design ideas with stuffing and sewing the edges (Cushions) • Evaluating an end product and thinking of other ways in which to create similar items 	<p>Writing design criteria for a product, articulating decisions made.</p> <p>Designing a personalised book sleeve.</p> <p>Making and testing a paper template with accuracy and in keeping with the design criteria.</p> <p>Measuring, marking and cutting fabric using a paper template.</p> <p>Selecting a stitch style to join fabric.</p> <p>Sewing neatly using small regular stitches.</p> <p>Incorporating a fastening to a design.</p> <p>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</p>	<p>Designing and making a template for an Egyptian collar and applying individual design criteria.</p> <p>Following their design criteria to create an Egyptian collar.</p> <p>Selecting and cutting fabrics with ease using fabric scissors.</p> <p>Threading needles with greater independence. Tying knots with greater independence.</p> <p>Sewing cross stitch to decorate or join fabric. Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors. Incorporate a fastening to collar</p> <p>Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design.</p>	<p>Annotating designs, to explain decisions</p> <p>Use a template when cutting fabric to ensure they achieve the correct shape .</p> <p>Using pins effectively to secure a template to fabric without creases</p> <p>Marking and cutting fabric accurately</p> <p>Sewing a strong stitch of choice in accordance with their design</p> <p>Tie strong knots</p> <p>Decorating and attaching features using thread</p> <p>Learning different decorative stitches</p> <p>Reflecting on their work continually throughout the design, make and evaluate process.</p>

Textiles

Knowledge

Year 1
Puppets -Toy Museum

To know that 'joining technique' means connecting two pieces of material together.

To know that there are various temporary methods of joining fabric by using staples, glue or pins.

To understand that different techniques for joining materials can be used for different purposes.

To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.

To know that drawing a design idea is useful to see how an idea will look.

Year 2
Victorian Pouches

To know that sewing is a method of joining fabric

To know that different stitches can be used when sewing

To understand the importance of tying a knot after sewing the final stitch

To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.

To know that a thimble can be used to protect my fingers when sewing

Year 3
Cushions

To understand that it is important to design clothing with the client in mind

To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces.

To know that when two edges of fabric have been joined together it is called a seam.

To know that it is important to leave space on the fabric for the seam.

To understand that some products are turned inside out after sewing so the stitching is hidden.

Year 4
Book Sleeve – Fastenings

To know that a fastening is something that holds two pieces of material together.

To know that different fastening types are useful for different purposes.

To know that creating a mock-up (prototype) of their design is useful for checking ideas and proportions.

Year 5
Egyptian Collar

To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric.

To understand that a product's function relies on material choices.

To identify and explain some materials and explain their aesthetic and/or functional properties.

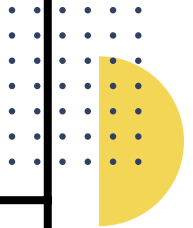
Year 6
Outfit for School Mascot


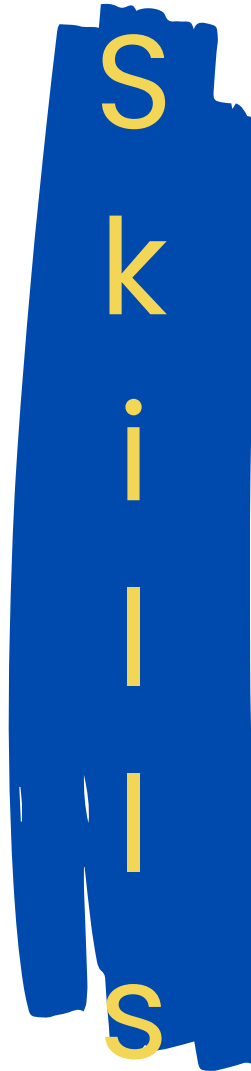
To understand that it is important to design clothing with the client in mind

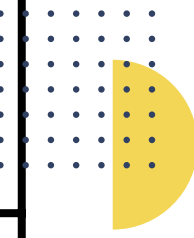
To know that using a template helps accurately mark out a design on fabric

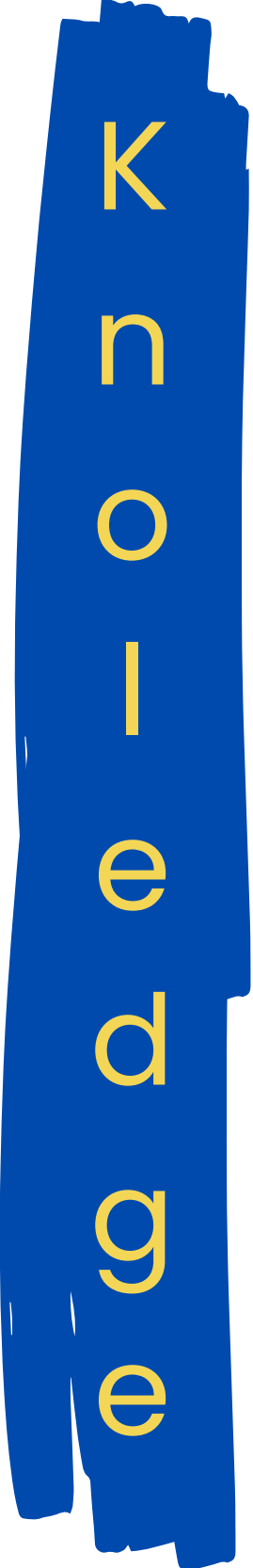
To understand the importance of tying a knot after sewing the final stitch

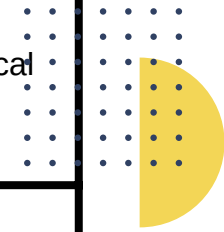
To understand the importance of consistently sized stitches


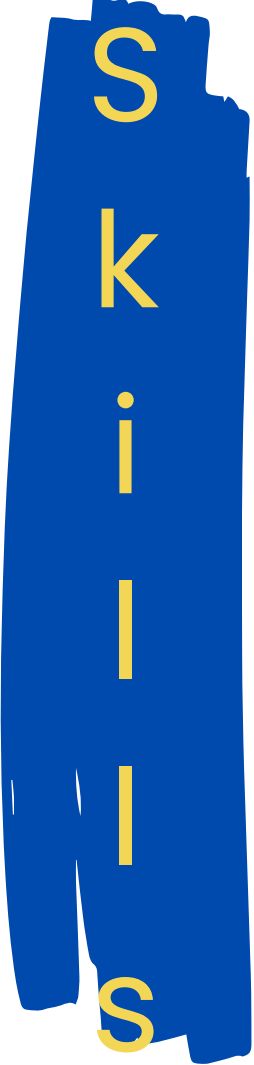


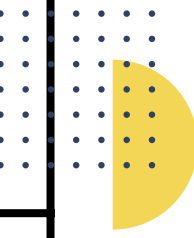
Structure & Mechanism	Year 1 Moving Fairy Tale Books	Year 2 Car for Paddington	Year 3 Aquaducts	Year 4 Electrical Systems Torches	Year 5 Bridges between mountains	Year 6 Playgrounds to improve the local area
 	<p>Designing a moving story book for a given audience</p> <p>Use leavers</p> <p>Use sliders</p> <p>Create an eye catching front cover</p> <p>Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed.</p> <p>Test it with intended audience (EYFS)</p> <p>Suggest how story book can be evaluated</p>	<p>Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.</p> <p>Creating clearly labelled drawings that illustrate movement.</p> <p>Adapting mechanisms</p> <p>Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</p>	<p>Designing a stable aqueduct structure that is can transport water</p> <p>Building frame structures designed to support weight.</p> <p>Making a variety of free standing frame structures of different shapes and sizes.</p> <p>Selecting appropriate materials to build a strong structure</p> <p>Reinforcing corners to strengthen a structure.</p> <p>Creating a design in accordance with a plan.</p> <p>Learning to create different textural effects with materials.</p> <p>Evaluating structures made by the class.</p> <p>Describing what characteristics of a design and construction made it the most effective.</p> <p>Considering effective and ineffective designs.</p>	<p>Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</p> <p>Making a torch with a working electrical circuit and switch.</p> <p>Using appropriate equipment to cut and attach materials.</p> <p>Assembling a torch according to the design and success criteria.</p> <p>To understand safety and hygiene rules</p> <p>To suggest modifications</p> <p>Evaluating and comparing a range of products.</p>	<p>Designing a stable structure that can support weight USE CAD</p> <p>Create a frame structure with a focus on triangulation</p> <p>Make a range of different shaped beams</p> <p>Build a wooden bridge structure</p> <p>Measure and mark wood accurately</p> <p>Select appropriate tools and equipment for particular tasks</p> <p>Use the correct techniques to saw safely</p> <p>Identify where a structure needs reinforcement and use card corners for support</p> <p>Explain why electing appropriate materials is an important part of the design process</p> <p>Adapt and improve own bridge structure by identifying points of weakness and reinforcing them as necessary.</p> <p>Suggest points of improvements for own bridges and those designed by others.</p>	<p>Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used considering effective and inefficient designs. USE CAD</p> <p>Building a range of play apparatus structures drawing upon new and prior knowledge of structures</p> <p>Using a range of materials to reinforce and add decoration to structures.</p> <p>Improving a design plan based on peer evaluation</p> <p>Testing and adapting a design to improve it as it is developed</p> <p>Identifying what makes a successful structure.</p>




Structure & Mechanism	Year 1 Moving Fairy Tale Books	Year 2 Car for Paddington	Year 3 Aquaducts	Year 4 Electrical Systems Torches	Year 5 Bridges between mountains	Year 6 Playgrounds to improve the local area
	<p>To know that a mechanism is the parts of an object that move together.</p> <p>To know that a slider mechanism moves an object from side to side.</p> <p>To know that a slider mechanism has a slider, slots , guides and an object.</p> <p>To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</p>	<p>To know that wheels need to be round to rotate and move.</p> <p>To understand that for a wheel to move it must be attached to a rotating axle.</p> <p>To know that an axle moves within an axle holder which is fixed to the vehicle or toy.</p> <p>To know that the frame of a vehicle (chassis) needs to be balanced.</p>	<p>To understand what a frame structure is.</p> <p>To know that a ‘free-standing’ structure is one which can stand on its own.</p> <p>To know that an aqueduct is used to transport water To know that a product’s function means its purpose.</p> <p>To understand that the target audience means the person or group of people a product is designed for.</p> <p>To know that architects consider light, shadow and patterns when designing.</p>	<p>To know that the amount of an ingredient in a recipe is known as the ‘quantity’.</p> <p>To know that safety and hygiene are important when cooking.</p> <p>To know the following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping</p> <p>To know the importance of budgeting while planning ingredients for a recipe.</p> <p>To know that products often have a target audience</p>	<p>To understand different ways to reinforce structures.</p> <p>To understand how triangles can be used to reinforce bridges</p> <p>To know that properties are words that describe the form and function of materials</p> <p>To understand the material properties of wood.</p>	<p>To know that structures can be strengthened by manipulating materials and shapes .</p> <p>To understand what a ‘footprint plan’ is</p> <p>To understand that in the real world, design can impact users in a positive and negative way</p> <p>To know that a prototype is a cheap model to test and design ideas.</p>



Cooking	Year 1 Smoothies	Year 2 -Healthy Picnic	Year 3 -Eating Seasonally Crumble	Year 4 -Adapting a recipe Biscuits	Year 5 -Farm to Fork	Year 6 -Come Dine with Me
 	<p>Designing smoothie carton packaging by-hand or on ICT software.</p> <p>Chopping fruit and vegetables safely to make a smoothie</p> <p>Identifying if a food is a fruit or a vegetable.</p> <p>Learning where and how fruits and vegetables grow</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p> <p>Suggesting information to be included on packaging.</p>	<p>Designing three wrap ideas.</p> <p>Chopping foods safely to make a wrap.</p> <p>Grating foods to make a wrap.</p> <p>Snipping smaller foods instead of cutting.</p> <p>Spreading soft foods to make a wrap.</p> <p>Tasting and evaluating different food combinations.</p> <p>Describing appearance, smell and taste.</p>	<p>Creating a healthy and nutritious recipe for a savoury tart using seasonal ingredients, considering the taste, texture, smell and appearance of the dish</p> <p>Knowing how to prepare themselves and a work space to cook safely in, learning the basic rules to avoid food contamination.</p> <p>Following the instructions within a recipe.</p> <p>Establishing and using design criteria to help test and review dishes.</p> <p>Describing the benefits of seasonal fruits and vegetables and the impact on the environment.</p> <p>Suggesting points for improvement when making a crumble</p>	<p>Designing a biscuit within a given budget.</p> <p>To follow a baking recipe.</p> <p>To adapt a recipe</p> <p>Assembling a torch according to the design and success criteria.</p> <p>To understand safety and hygiene rules</p> <p>To suggest modifications</p> <p>Evaluating and comparing a range of products.</p>	<p>Designing a jar label.</p> <p>Writing an alternative recipe.</p> <p>Researching existing recipes</p> <p>Explaining the farm-to-fork process.</p> <p>Understanding cross-contamination.</p> <p>Using preparation skills.</p> <p>Making a developed recipe.</p> <p>Suggesting alternative ingredients.</p> <p>Analysing nutritional content.</p>	<p>Writing a recipe, explaining the key steps, method and ingredients.</p> <p>Including facts and drawings from research undertaken.</p> <p>Following a recipe, including using the correct quantities of each ingredient.</p> <p>Adapting a recipe based on research.</p> <p>Working to a given timescale.</p> <p>Working safely and hygienically with independence.</p> <p>Evaluating a recipe, considering: taste, smell, texture and origin of the food group.</p> <p>Taste testing and scoring final products.</p> <p>Suggesting and writing up points of improvements in productions.</p> <p>Evaluating health and safety in production to minimise cross contamination.</p>



Cooking	Year 1 Smoothies	Year 2 -Healthy Picnic	Year 3 -Eating Seasonally Crumble	Year 4 -Adapting a recipe Biscuits	Year 5 -Farm to Fork	Year 6 -Come Dine with Me
	<p>Understanding the difference between fruits and vegetables.</p> <p>To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber).</p> <p>To know that a blender is a machine which mixes ingredients together into a smooth liquid.</p> <p>To know that a fruit has seeds and a vegetable does not.</p> <p>To know that fruits grow on trees or vines.</p> <p>To know that vegetables can grow either above or below ground.</p> <p>To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).</p>	<p>Identifying the five food groups.</p> <p>Learning about a balanced diet.</p>	<p>To know that not all fruits and vegetables can be grown in the UK.</p> <p>To know that climate affects food growth.</p> <p>To know that vegetables and fruit grow in certain seasons.</p> <p>To know that cooking instructions are known as a 'recipe'.</p> <p>To know that imported food is food which has been brought into the country.</p> <p>To know that exported food is food which has been sent to another country.</p> <p>To understand that imported foods travel from far away and this can negatively impact the environment.</p> <p>To know that each fruit and vegetable gives us nutritional benefits because they contain vitamins, minerals and fibre.</p> <p>To understand that vitamins, minerals and fibre are important for energy, growth and maintaining health.</p> <p>To know safety rules for using, storing and cleaning a knife safely.</p>	<p>To know that the amount of an ingredient in a recipe is known as the 'quantity'.</p> <p>To know that safety and hygiene are important when cooking.</p> <p>To know the following cooking techniques: sieving, measuring, mixing/stirring, cutting out and shaping</p> <p>To know the importance of budgeting while planning ingredients for a recipe.</p> <p>To know that products often have a target audience</p> <p>To conduct market research</p> <p>To identify a target audience.</p>	<p>To know that beef comes from cows reared on farms.</p> <p>To know that recipes can be adapted to suit nutritional needs and dietary requirements.</p> <p>To know that nutritional information is found on food packaging.</p> <p>To know that coloured chopping boards can prevent cross-contamination.</p> <p>That food packaging serves many purposes.</p>	<p>That 'flavour' is how a food or drink tastes.</p> <p>That many countries have 'national dishes' which are recipes associated with that country.</p> <p>That 'processed food' means food that has been put through multiple changes in a factory.</p> 